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ABSTRACT

This competency-based preservice home economics teacher education module on implementing occupational programs is the third in a set of four core modules on establishing occupational programs. (This set is part of a larger series of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objective and overview, four units of instruction are presented: (1) recruiting students (includes one lesson on contacting students); (2) instructional program (includes three lessons on orientation to the world of work, group and individualized instruction, and developing a plan for individuals); (3) establishing sound employer cooperation, and assisting cooperating employers); and (4) job placement or continuation of education (includes two lessons on the teacher's responsibilities and applying for a job and preparing for a job interview). Each lesson generally includes: a narrative summary, suggested activities, suggested resources (readings), and a progress check. Each unit also includes a progress test. A list of suggested module resources (readings) and a module pre/posttest (with answer key) conclude the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing FHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (JH)

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ED166507

OCCUPATIONAL STRAND:

CORE

MODULE II-A-3 IMPLEMENTING OCCUPATIONAL PROGRAMS

1978

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Bureau of Homemaking Education
Vocational Education
California State Department of Education
Sacramento

CE 019 934

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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MATCHE

Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

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The project was developed under a contract with the Bureau of Homemaking Education, California State Department of Education under the provisions of PL 90-576 and PL 94-482. However, the opinions expressed herein do not necessarily reflect the position or policy of the Bureau of Homemaking Education or the U. S. Office of Education, and no official endorsement should be inferred.

MATCHE PROJECT

1974-1978

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TABLE OF CONTENTS

Module Objective. . . . . .Page 1
Module Overview 1

UNIT 1--RECRUITING STUDENTS 2
Objectives. 2
Overview. 2

Lesson: Contacting Students. 2
Narrative Summary 2
Suggested Activities. 2
Suggested Resources 3

UNIT 1 PROGRESS TEST. 4

UNIT 2--INSTRUCTIONAL PROGRAM 5
Objective 5
Overview. 5

Lesson 1: Orientation to the World of Work 5
Narrative Summary 5
Suggested Activities. 7
Suggested Resources 7

Lesson 2: Group and Individualized Instruction 8
Narrative Summary 8
Suggested Activities. 8
Suggested Resources 9

Lesson 3: Developing a Plan for Individuals. 11
Narrative Summary 11
Suggested Activities. 11
Suggested Resources 11

UNIT 2 PROGRESS TEST. 15

UNIT 3--ESTABLISHING SOUND EMPLOYER RELATIONSHIPS 17
Objectives. 17
Overview. 17

Lesson 1: Identifying Prospective Employers. 17
Narrative Summary 18
Suggested Activities. 18
Suggested Resources 18
Progress Check. 20

Lesson 2: Obtaining Employer Cooperation 22
Narrative Summary 22
Suggested Activities. 22
Suggested Resources 22
Progress Check. 23

Table of Contents (continued)

Lesson 3: Assisting Cooperating Employers. . . . . .Page 25
Narrative Summary 25
Suggested Activities. 25
Suggested Resources 25

UNIT 3 PROGRESS TEST. 27

UNIT 4--JOB PLACEMENT OR CONTINUATION OF EDUCATION. 28
Objectives. 28
Overview. 28

Lesson 1: Teacher's Responsibilities 28
Narrative Summary 28
Suggested Activities. 29
Suggested Resources 29
Progress Check. 30

Lesson 2: Applying for a Job and Preparing for a Job Interview . . . 32
Narrative Summary 32
Suggested Activities. 33
Suggested Resources 34

UNIT 4 PROGRESS TEST. 35

Suggested Resources 37

Module Pre/Posttest 38
Answer Key. 40

IMPLEMENTING OCCUPATIONAL PROGRAMS

Module Objectives

Given a case study for a selected occupational program for home economics, the MATCHE student will be able to develop a promotion and recruitment program for a selected occupation, to develop an instructional program for a selected occupation, and to incorporate in the instructional program the objectives listed as FHA-HERO Emphasis.

The MATCHE student will be able to devise mthods of establishing sound relationships with employers for the purpose of providing work stations for a vocational program, and for the purpose of identifying future placement opportunities.

The MATCHE student will be able to design policies and procedures for assisting program graduates to obtain employment and/or continuing education.

Module Overview

The competency with which you direct trainees from their first exposure to the program to completion of the program and job placement will largely determine the success of those trainees on the job. To help you gain that competency, this module has been divided into the following units:

Unit 1: Recruiting Students

Unit 2: Instructional Program

Unit 3: Sound Employer Relationships

Unit 4: Job Placement

UNIT 1

RECRUITING STUDENTS

Objectives

The MATCHE student will be able to identify and describe the conditions which determine eligibility for enrollment in a training program for a particular home economics related occupation.

The MATCHE student will be able to develop a program for the recruitment of students for an existing occupational program.

Overview

Your time and energy to date have been spent on designing, developing, planning, scheduling, and preparing an occupational program for students. The success of the program hinges on the students' success. What factors do you consider when selecting students and working with counselors? How can you inform students and the community about your program? It is the purpose of this unit to help you answer these questions.

Lesson: Contacting Students

In addition to the narrative summary, all of the resources and activities provided in this lesson will enable you to develop a promotion and recruitment program in which eligible students can be subsequently enrolled in an occupational program. You are free to study any or all of them.

Narrative Summary

Many teachers have developed innovative motivational techniques or strategies for advertising their program. Alternatives are many, for example, career days, posters, flyers, school newspapers, television or radio spots, "open house," career fairs, and word of mouth.

Suggested Activities

1. Contact one instructor of a HERO program and discuss criteria for determining eligibility of students.

2. Outline a plan for a promotional program including at least three strategies for recruitment and one special activity for recruiting disadvantaged, handicapped, or minority students. Plan to include resources, cost, sketches, etc.

3. In the home economics area of your choice, determine the eligibility requirement for students entering the program.

4. Compile and evaluate brochures and other publicity materials which are used to promote various occupational programs. Select those which impress you the most. List the factors which make them particularly impressive. What changes would you make, or how would you adapt one of the brochures to publicize your own occupational program?

Suggested Resources

Center for Vocational Education, Ohio State University. Module 5-1. Establish Guidelines for Your Cooperative Vocational Program. Athens, Georgia: American Association for Vocational Instructional Materials, 1978.

Mason, Ralph, and Peter Haines. Cooperative Occupational Education and Work Experience in the Curriculum. Danville, Illinois: Interstate Printers and Publishers, 1972, 166-170.

Meyer, Warren, Lucy Crawford, and Mary Klaurens. Coordination in Cooperative Vocational Education. Columbus: Charles E. Merrill, 1975, Chapter 6.

Mitchell, E. F. Cooperative Vocational Education. Boston: Allyn and Bacon, 1977, Chapter 4.

Texas Tech University. Handbook for Home Economics Cooperative Education. Lubbock: Home Economics Instructional Materials Center, 1977.

There is no Progress Check for this lesson.

UNIT 1 PROGRESS TEST

Student_____

Implementing Occupational Programs Instructor_____

Date_____

1. Describe a strategy or technique designed specifically to recruit disadvantaged students into your program.

2. Describe a strategy or technique designed specifically for an Affirmative Action program.

ANSWER KEY
UNIT 1 PROGRESS TEST

Implementing Occupational Programs

Instructor:	In booklets reproduced for students, you may wish to omit this page.

1. (any answer acceptable to the instructor)

2. (any answer acceptable to the instructor)

UNIT 2

INSTRUCTIONAL PROGRAM

Objective

The MATCHE student will be able to develop a content outline for an occupational program related to one area of home economics, and the performance objectives and teaching strategies for one unit on orientation to the world of work and one unit dealing with the skills related to a selected occupation.

Overview

All of the assignments and activities specified in an occupational program should enable individual students to meet specific measurable objectives. Assignments should provide opportunities for students to learn and to do, and should consider individual differences since students learn in different ways; meaningful experiences vary from one to another.

Consider the importance, necessity, and value of basing the instructional program on specific measurable objectives. These objectives correspond to job specifications--the requirements and qualifications of the employee to do a particular job, and the type of material and equipment that is best suited to effectively do the job.

You will now learn the procedures which you can follow to organize a plan of instructional activities and experiences by which a trainee can successfully achieve specific measurable objectives, thereby meeting the specifications of the particular job for which he/she is training.

Lesson 1: Orientation to the World of Work

In addition to the narrative summary, all of the resources and activities provided in this lesson will enable you to identify the topical information which you should present during the first meetings of an occupational program. You are free to study any or all of them.

Narrative Summary

One of the criteria for conducting an orientation in the beginning sessions of a home economics occupational program is to develop student readiness for the experience, activities, and responsibilities they will encounter.

There are as many alternatives and strategies as there are instructors and classes. The effectiveness of the strategies you will use will be enhanced by your knowledge of the alternatives which are available.

Students will come to the first class meeting with certain expectations and anticipating certain experiences. Some will already have had past experiences in some form of work situation. These students are confident and job oriented. Or are they? Others will arrive apprehensive, expecting to be placed in a situation in which they need to perform.

Your first step in planning an orientation will probably be the identification of factors related to employment which are common to all of the jobs for which students will be trained, and of the factors related to the training which are common to all students in the program. Having identified all of these factors, you can organize the information that is pertinent to each.

Decisions about what to include and what to exclude, the amount of coverage and emphasis you should give to a particular topic, and the priorities which you set in terms of importance, student need, and interest are more easily made by conferring with the students themselves. If you are prepared to cover each of the relevant topics, you can use the first class meeting to involve students in planning the sessions which follow.

If your philosophy regarding the program is that a student has a job the moment he or she enters the program, and that every activity is part of job performance, then many of the employment/training factors are inseparable. School policies, program regulations, job ethics, interpersonal relationships, and labor laws all become relevant for the trainee.

To many students, the occupational program is a job. Treating it as such will enhance the effectiveness of training.

Few employers require new employees to "get down to work" on the first day or even the first week. Employers usually explain company policies, give the employees materials which describe those policies in detail, and describe the benefits to which they are entitled. Duties are explained. Fellow employees are introduced. Payroll/deduction forms are completed. A tour of the facility may be made. The employees are shown their work station. They may be left alone to observe or turned over to an "old-timer" to "learn the ropes."

As the "employer" of the program, what will be your first-day policy--"to get to work," or "to get acquainted?"

Suggested Activites

1. Give a critical review of at least three films/filmstrips/tapes that deal with employability.

2. Define Workmen's Compensation Law, State Employment Services, and Fair Labor Standards Act. Collect any pertinent information/ codes/laws.

3. Develop a list of personal characteristics an employer looks for in an employee.

Suggested Resources

Calhoun, Calfrey, and Alton Finch. Vocational and Career Education: Concepts and Operations. Belmont, California: Wadsworth Publishing Company, 1976, Chapter 10.

Meyer, Warren, Lucy Crawford, and Mary Klaurens. Coordination in Cooperative Vocational Education. Columbus: Charles E. Merrill, 1975, Chapter 3, 74-78; Chapter 4; and Chapter 5.

Murphy, Patricia. Teaching for Employability. Washington, D. C.: National Education Association.

Student Manual for Occupational Relations. Minneapolis: University of Minnesota, College of Education, 1969.

Texas Tech University. Orientation to the World of Work, Part I. Lubbock: Home Economics Instructional Materials Center, 1970.

U. S. Department of Labor, Employment Standards Administration, Wage and Hour Division. Child Labor Requirements in Nonagricultural Occupations Under the Fair Labor Standards Act. Child Labor Bulletin No. 101. Washington, D. C.: U. S. Government Printing Office, 1976.

There is no Progress Check for this lesson.

Lesson 2: Group and Individualized Instruction

In addition to the narrative summary, all of the resources and activities provided in this lesson will enable you to identify and explain the procedures you should follow to plan the actual instruction of students in an occupational program, as well as the specific skills necessary for coordinating group and individual experiences based on the performance objectives of your program.

Narrative Summary

Students in occupational home economics classes or programs should receive both group instruction and individualized instruction. Group instruction may be heavily concentrated at the beginning of the course when orientation and general employment instruction is required by all students. As they are placed at work stations or begin training for specific entry-level jobs, individualized instruction and small group work will probably receive the greatest emphasis.

It is very important that you outline the basic content of both group and individualized guidelines for measuring achievements gained through both types of instruction. This is not difficult when you deal with specific measurable performance objectives. Planning for individualized instruction is aided by the use of measurable objectives for the specific tasks which are performed on the job. This is where students learn the technical information and master the skills related to their jobs.

Media and materials should be selected on the basis of meeting the specific training objective as well as gaining student interest. Films, filmstrips, guest speakers, small group activities, and exercises should be used when appropriate.

Expose students to a variety of materials on topics related to their specific jobs and general interests. Encourage them to use these materials. Magazines, pamphlets, bulletins, and particular relevant articles should be called to the attention of the class.

The attention you give to planning and managing instruction will allow you to interact with students on a one-to-one basis, giving positive reinforcement, constructive advice, and encouragement. It will also give you time for reports and records which you are responsible for maintaining.

Suggested Activities

1. Select a home economics-related entry-level job in the area of your choice. Review and summarize current reference material, what the job includes, under what conditions the job is performed, and what special qualifications the employee must have.

2. Organize the following into a sequential outline for instruction. Justify your organization. Identify specific points of information pertinent to each topic and relevant to all students regardless of job.

   Values of work experience
   Labor laws
   Responsibilities of employment
   Employer-employee relationships/attitudes
   Personal philosophy toward work
   Job description
   Wages
   Job ethics
   Personal data sheet
   Applications
   Work conditions
   Personal qualifications
   Procedures and policies
   State employment services
   Finding employment
   Career information--possibilities for advancement
   Employability

   As you see need, add other topics for your selected occupational program.

3. Contact several instructors to determine their approaches to planning instruction. Find out their strategies for handling instruction which is applicable to all students and that which is related to specific job skills or concepts. (If available, obtain the measurable objectives upon which instruction is based.) Determine the instructional content, media, materials, and activities used for a particular HERO program.

4. Secure copies of occupational program objectives from the Resource Center. Analyze and select at least five that you could use for a selected occupational program. Modify them if necessary.

5. Select topics from your list for group instruction and develop one unit. Include job description, task analysis, student performance objective, learning experiences, and resources.

Suggested Resources

Center for Vocational Education, Ohio State University. Module B-3. Develop a Unit of Instruction. Athens, Georgia: American Association for Instructional Materials, 1977.

Mason, Ralph, and Peter Haines. Cooperative Occupational Education and Work Experience in the Curriculum. Danville, Illinois: Interstate Publishers and Printers, 1972, Chapter 9.

Meyer, Warren, Lucy Crawford, and Mary Klaurens. Coordination in Cooperative Vocational Education. Columbus: Charles E. Merrill, 1975.

Mitchell, E. F. Cooperative Vocational Education. Boston: Allyn and Bacon, 1977, Chapters 8 and 9.

There is no Progress Check for this lesson.

Lesson 3: Developing a Plan for Individuals

In addition to the narrative summary, all of the resources and activities provided in this lesson will enable you to develop and organize the plan by which an individual can successfully learn to perform the duties and tasks of an entry-level job in a home economics-related occupation. You are free to study any or all of them.

Narrative Summary

The decisions which you had to make in determining the need for an occupational program and in developing the program itself all involved analysis. In planning the curriculum of the program, you had to analyze the job. The result of this analysis was the specification of program and course objectives and an outline of the instructional procedures and enabling tasks which lead to achievement to those objectives.

In planning the program, you reviewed current articles and also consulted employers and employees who are engaged in that occupation to determine: 1) what the job includes, 2) what the employee does, 3) how the employee does it, 4) under what conditions the job is performed, and 5) what special qualifications the employee must have. If instruction includes on-the-job training under the supervision of an employer, you must assess your objectives in terms of that particular employer and the specific job which the student will be performing.

Forms are available or can be devised for listing the required tasks or "work experiences" and related instruction that a trainee is expected to engage in and master during his or her period of training. Each of the tasks specifies performance on the part of the trainee. A specific objective should be listed for each of these tasks specifying precisely what the student will do. These objectives should be logically and systematically listed. Instruction related to each of these objectives should be as precisely specified as the objectives and listed in a separate column. The form in this unit provides you with a precise and logically sequenced list of what the student must be able to do and what the student needs to know to be able to do it. For example, a student training to be a waiter or waitress will be required to set a table correctly on the job. Classroom instruction should include sequences on utensils, appointments, procedure, and other factors related to setting a table.

It should be remembered that the knowledge and skills specified in the organized training plan describe what the student will be able to do after training.

Your own experience in and knowledge of the job for which training is being provided will be of great value to you in planning the training for others.

Suggested Activities

1. Define "individualized instruction."

2. Select a particular entry-level job in a home economics-related occupation. Using any sources you wish (reference books, training manuals, observations, interviews with employers and employees), draft a list of tasks that must be performed on that job.

3. Make an analysis of one of the tasks you identified in Activity 2. List all of the things an individual needs to know about the task in order to correctly perform the task in sequence.

4. Using the form provided on the next page, sequence the tasks you identified in Activity 2 in the order in which they logically occur. Using the information acquired in Activity 3, sequence the list of things "needed to know" in the order in which you think they should be learned.

5. Ask an instructor to evaluate the sequence of performance tasks.

6. Using whatever references and resources you deem appropriate, construct a diagnostic test (pretest) based on the performance objectives for a particular job related task in a home economics-related entry-level job of your choice.

   Identify instructional materials which relate to the objectives.

   Identify activities and exercises which will help a student to meet each objective.

Suggested Resources

American Home Economics Association. Career Ladder and the Lattices in Home Economics and Related Areas. Washington, D. C.: 1974.

Beach, Karl, and Robert Mager. Developing Vocational Instruction. Belmont, California: Fearon Publishers, 1967, Chapters 1-4.

Center for Vocational Education, Ohio State University. Module A-7. Conduct an Occupational Analysis. Athens, Georgia: American Association for Vocational Instructional Materials, 1978.

Elias, John, and Sheryl Niederkorn. "Coop Training Plans do Work," American Vocational Journal. Vol. 53, No. 5, May 1978, 68.

Iowa Department of Public Instruction. Identification of Tasks in Home Economics Related Occupations. Des Moines: Career Education Division, 1974 (6 documents).

"Job and Task Analysis." Illinois Teacher. Vol. XV, No. 4, March-April, 1972.

Meyer, Warren, Lucy Crawford, and Mary Klaurens. Coordination in Cooperative Vocational Education. Columbus: Charles E. Merrill, 1975, Chapter 8, 191-205.

Texas Tech University. Guidebook for Home Economics Occupational Areas. Lubbock: Home Economics Instructional Materials Center, 1975.

Texas Tech University. HECE Training Plan Card Kit. Lubbock: Home Economics Instructional Materials Center, 1975.

White, Thomas. Training Plans for Home Economics Related Occupational Programs. Bloomington: Indiana University, School of Education, 1974.

There is no Progress Check for this lesson.

SYSTEMS APPROACH

Measurable Performance Objective	Required Work Experience Task Analysis	Instructional Strategy

UNIT 2 PROGRESS TEST

Student_____

Implementing Occupational Programs Instructor_____

Date_____

1. The key to planning instruction is that all activities and resources enable students to meet_____.

2. Describe the purposes for planning both group instruction and individualized instruction.

3. Describe three criteria upon which instructional plans are developed.

4. Write a statement that identifies what role the students should have in selecting procedures and activities.

5. List three job related factors which you must identify as specifically and in as much detail as possible in order to develop an effective training plan for an individual.

6. Identify the information you should use when working with an employer to develop a training plan for an individual who will be assigned to that employer.

ANSWER KEY
UNIT 2 PROGRESS TEST

Implementing Occupational Programs

Instructor: In booklets reproduced for students, you may wish to omit this page.

1. measurable performance objectives

2. The answer should include a detailed explanation of the following:

   what the job includes
   what the trainee does
   how the trainee does it
   conditions under which the trainee performs
   special qualifications the trainee must possess

3. (any three of the following)

   identify specific job related areas in which a student will be trained
   identify the facts, skills, and concepts a student must learn to successfully or correctly perform job related skills
   identify and clearly describe the specific tasks the student will be required to perform on the job
   reflect particular characteristics of student and job
   provide for a record of student progress
   meet with the approval of all concerned parties

4. Students should have considerable freedom in selecting the procedures and activities they feel will help them achieve the objectives within available alternatives.

5. (any three of the following)
   what the job includes
   what the trainee does
   how the trainee does the job
   under what conditions the trainee performs
   what special qualifications the trainee must possess

6. program objectives
   instructional outline
   student's cumulative record of class work
   reports and records
   evaluation procedures
   student program schedule
   FHA-HERO involvement, if applicable

UNIT 3

ESTABLISHING SOUND EMPLOYER RELATIONSHIPS

Objectives

The MATCHE student will be able to describe methods by which to identify prospective employers who might provide on-the-job training or who might provide information and material for an occupational program.

The MATCHE student will be able to assess the adequacy of a prospective employer's place of business, facilities, and equipment, based on the needs and objectives of an occupational program.

The MATCHE student will be able to outline information concerning the operation of an occupational program that should be given to an employer who might provide a work station or work experience for a particular program.

The MATCHE student will be able to explain, in writing, how to assist an employer in obtaining information on federal and state wage and hour classifications.

The MATCHE student will be able to explain, in writing, how to acquire a federal permit to pay a training wage.

The MATCHE student will be able to explain, in writing, how to assist a cooperating employer in verifying the legality of employing a trainee in a hazardous occupation.

Overview

The role of the employer is crucial to the success of any occupational program. A classroom based occupational oriented class cannot be successfully implemented without the support of community employers who provide the work stations and jobs wherein pupils or trainees learn the required skills. Occupational programs can hardly be deemed successful unless employers hire the graduates of the program.

Lesson 1: Identifying Prospective Employers

In addition to the narrative summary, all of the resources and activities provided in this lesson will enable you to identify prospective employers who might become involved in an occupational program. You are free to study any or all of them.

Narrative Summary

Once the need for an occupational program has been determined through a survey of the community, the results of the survey can be analyzed to identify and qualify prospective work stations, potential employers for program graduates, and persons who might provide professional or material support to the program.

Suggestions for prospective cooperating employers might be obtained from members of the program's advisory committee since it contains representatives of the business sector of the community.

A list of prospective employers should be compiled and subsequently screened by program administrators.

Suggested Activities

1. Using the community survey developed in Module One, identify prospective employers, stating the type of cooperation and involvement they might provide to your selected occupational program.

2. Engage in a small group activity to develop criteria by which to screen prospective employers and potential work stations. Evaluate the list of employers you compiled with the newly established criteria. If insufficient information is available by which to evaluate the employers, develop a list which identifies the information needed. How will you acquire that information?

3. Draft a letter to a prospective employer. Compare your letter with those of others in your group. Engage in a small group activity to devise a model letter.

4. Engage in a small group discussion to review the criteria each developed in the previous lesson to select prospective employers. Based on the information required to assess the criteria, develop an interview form which can be used to record the required information and serve as a permanent record of contact with a particular employer.

Suggested Resouces

Mason, Ralph, and Peter Haines. Cooperative Occupational Education and Work Experience in the Curriculum. Danville, Illinois: Interstate Publishers and Printers, 1972, Chapter 10.

Meyer, Warren, Lucy Crawford, and Mary Klaurens. Coordination in Cooperative Vocational Education. Columbus: Charles E. Merrill, 1975, Chapter 7.

Mitchell, E. F. Cooperative Vocational Education. Boston: Allyn and Bacon, 1977, Chapter 3.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 1 Progress Check

1. List the points of information which, if included in a community survey, would provide information helpful in the selection of potential employers.

2. List four factors which could be used to determine the potential effectiveness of a prospective employer.

Compare your answers with those on the next page.

Answer Key
Lesson 1 Progress Check

1. employer attitudes regarding vocational training
   conditions of employment (requirements)
   entry-level skill requirements
   wages
   employer's background/experience
   rate of employee turnover
   duties of part-time employees
   number of trainees that could be employed
   variety of training experiences available in the employer's business

2. (any four of the following or equivalent)

   support for the concept of vocational education
   willingness to provide work experience opportunities
   part-time positions that would be available
   duties trainees would perform on part-time daily basis
   special requirements (physical, dress, safety)
   number of students that could be employed
   conditions of employment
   wages

Lesson 2: Obtaining Employer Cooperation

In addition to the narrative summary, all of the resources and activities presented in this lesson will enable you to outline information concerning the operation of an occupational program in such a way that the employer will respond positively to that information and will be receptive to an offer to participate. You are free to study any or all of them.

Narrative Summary

It is important that a prospective employer have a clear understanding of the occupational program, particularly his role in providing work experiences for trainees. You will probably be the employer's only source of information; thus information must be complete and accurate.

The employer must acquire knowledge of the job related topics which trainees will study, as well as general information related to employment. Such topics as employer-employee relationships, job ethnics, career opportunities, and areas of specialization should all be communicated to the prospective employer.

The responsibilities of the school, the student, and the business must be communicated clearly. At no time should the employer get the impression that he will have to do it all or do it alone. The cooperative nature of the program should be stressed, and continual efforts must be made to achieve cooperation.

Suggested Activities

1. Given an occupational program, determine what is of particular importance to an employer. Prepare an outline of the information which should be communicated to an employer in such a way that the information emphasizes the unique contributions the employer can make and the need for his involvement. Compare your outline with those of other students.

2. Submit five questions to use in an interview with several instructors and/or administrators regarding the total cooperative approach to community involvement.

Suggested Resources

Center for Vocational Education, Ohio State University. Module J-4. Secure Training Stations for Your Coop Program. Athens, Georgia: American Association for Vocational Instructional Materials, 1978.

Texas Tech University. Handbook for Home Economics Cooperative Education. Lubbock: Home Economics Instructional Materials Center, 1977.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 2 Progress Check

List the information about occupational programs that is of particular importance to an employer.

Compare your answer with that on the next page.

Answer Key
Lesson 2 Progress Check

program funding
advisory committee
facilities, equipment, and supplies
trainee selection
training plan
reports/records
program policies (regulations)
program objectives
instructional outline

Lesson 3: Assisting Cooperating Employers

In addition to the narrative summary, all of the resources and activities provided in this lesson will enable you to maintain sound employer relationships by assisting a cooperating employer during periodic visits to the training station he or she provides. You are free to study any or all of them.

Narrative Summary

Once an employer agrees to participate in an occupational program, particularly by providing on-the-job work experience for trainees, it falls to the instructor to establish and maintain good rapport with the employer. This is best done by keeping channels of communication open, by assisting the employer in assuming his or her new role, and by offering and delivering assistance above and beyond program agreements.

This lesson will introduce you to some of the areas in which your assistance might be required if good rapport with cooperating employers is to be maintained--crucial to the success of an occupational program.

Periodic visitations to each on-the-job training situation comprise one of the major coordination activities which must be conducted by an occupational program teacher. The obvious purpose of the visitiations is to monitor the progress of the trainee and to check that agreements made on training with the employer are being followed.

In addition to the importance these visits have on the effectiveness of the training program, they also have a direct bearing on the relationship established with the employer. Maintaining good rapport should be one of the objectives of the program.

Suggested Activities

1. Review the objectives for program visitation, and write guidelines for assisting cooperating employers. Discuss your guidelines with students working on the same unit. Compile a list of DOs and DON'Ts.

2. Interview at least two teachers and obtain information on conducting visits to work stations (e.g., what to say, what to do, when to go).

Suggested Resources

Center for Vocational Education, Ohio State University. Module J-7. Coordinate On-the-Job Instruction. Athens, Georgia: American Association for Vocational Instructional Materials, 1978.

Mason, Ralph, and Peter Haines. Cooperative Occupational Education and Work Experience in the Curriculum. Danville, Illinois: Interstate Printers and Publishers, 1972, Chapter 10.

Meyers, Warren, Lucy Crawford, and Mary Klaurens. Coordination in Cooperative Vocational Education. Columbus: Charles E. Merrill, 1975, Chapter 10.

Mitchell, E. F. Cooperative Vocational Education. Boston: Allyn and Bacon, 1977, Chapter 6.

There is no Progress Check for this lesson.

UNIT 3 PROGRESS TEST

Student_____

Implementing Occupational Programs Instructor_____

Date_____

1. Describe several methods by which to identify prospective employers who might provide work experiences, information, support, or material which are needed by an occupational program.

2. Specify the criteria by which to evaluate a prospective employer for an occupational program.

3. Write a paragraph describing the means by which you, as a teacher, would communicate information concerning the operation of a selected occupational program to a prospective employer.

4. Write a brief paragraph explaining the procedures to follow in establishing and conducting on-the-job visitations.

ANSWER KEY
UNIT 3 PROGRESS TEST

Implementing Occupational Programs

Instructor:	In booklets reproduced for students, you may wish to omit this page.

1. The answer should include the following or equivalent.

   Analyze community survey data to identify prospective employers and/or work stations.
   Obtain suggestions from advisory committee members and other community sources.
   Compile a list of prospective work stations for the occupations to which the program is directed.
   Develop criteria by which to evaluate prospective employers.
   Publicize the program in the community prior to contacting employers.
   Contact prospective employers by mail, sending them descriptive information and preparing them for a call requesting an interview.
   Interview prospective employers.

2. (four of the following or equivalent)

   support for the concept of vocational education
   willingness to provide work experience opportunities
   part-time positions that would be available
   duties trainees would perform on a part-time daily basis
   special requirements (physical, dress, safety)
   number of students that could be employed
   conditions of employment
   wages

3. The paragraph should indicate a description similar to the following.

   After an intial interview with a prospective employer, during which the teacher evaluates the employer, facilities, equipment, and personnel, the approved employer should be met with again so that he or she can come to a full understanding of the nature of the program, particularly those elements which directly involve the employer. These include the advisory committee, school facilities, equipment and supplies, student selection procedures, program objectives, and program policies. Program policies (regulations) and a student evaluation form should be left with the employer.

4. The answer should include the following:

The procedure is developed with each employer.
It is important to remember names and to take time to visit regular employees briefly.
Take notes on specific observations after leaving.
Terminate the visit if it is not going well.
Be friedly with everyone.
Show interest by asking questions about work in progress.

(any additional points acceptable to the instructor)

UNIT 4

JOB PLACEMENT OR CONTINUATION OF EDUCATION

Objectives

The MATCHE student will be able to explain the procedures which should be followed to assist graduating trainees in preparing for interviews with potential employers.

The MATCHE student will be able to write a letter of recommendation for a trainee who has successfully completed an occupational program, including all of the pertinent data required to enhance job placement.

The MATCHE student will be able to suggest programs and opportunities for continued education.

Overview

It is important that a trainee be able to obtain employment in a job situation in which he or she can best use newly acquired abilities and training. Many schools try to place graduate trainees in suitable positions, soliciting help from teachers, counselors, advisory committee members, and the business community.

It is the purpose of this unit to familiarize you with the procedures and activities by which you can assist your trainees in obtaining employment in jobs related to their training and in suggesting opportunities for continued education.

Lesson 1: Teacher's Responsibilities

In addition to the narrative summary, all of the resources and materials provided in this lesson will enable you to identify the responsibilities you might have in helping students find jobs in which they can use the training they have successfully received in your occupational program. You are free to study any or all of them.

Narrative Summary

As an "instructor" in a home economics-related occupational program, you have the responsibility of preparing each trainee for employment in the job for which he or she has received training and for encouraging students to also continue educational and/or technical training.

You have already learned that the entire program is a form of orientation to the world of work and gainful employment. In planning for formal orientation, you identified the aspects of employment, or points of information, which were necessary for all trainees and which receive recurring emphasis throughout the program, such as federal and state laws, unions, benefit programs, etc. Emphasis should also have been placed on selecting jobs, applying for jobs, and preparing for job interviews.

Included among your final responsibilities as "instructor" are: 1) helping trainees to assess their salable skills and personal and educational qualifications, and to describe them in a job résumé; 2) writing letters of recommendation for students; 3) assisting trainees in preparing for interviews; and 4) assisting students in securing and completing applications.

You have the responsibility of using all of the resources available to you to assist in job placement. The advisory committee is there to provide general occupational support. It can serve as a direct link with the community and can provide lists of potential employers.

Suggested Activities

1. Interview at least two instructors involved in occupational training to determine their roles in job placement. (a) How much time is devoted to finding jobs? (b) What kind of direct assistance is provided the trainees? (c) What procedures do they use regarding letters of recommendation for students who have unsuccessfully completed a training program?

2. Write a letter of recommendation for a student who has successfully completed an occupational program, including all pertinent data that you think will enhance job placement.

3. Develop an outline of information you would present to a student who has completed your occupational program and wanted to continue his or her education.

Suggested Resources

Center for Vocational Education, Ohio State University. Module F-4. Provide Information on Educational and Career Opportunities. Athens, Georgia: American Association for Vocational Instructional Materials, 1977.

Hoppock, Robert. Occupational Information: Where to Get and How to Use it in Counseling and Teaching. New York: McGraw-Hill, 1977.

Texas Tech University. Orientation to the World of Work, Part I & II. Lubbock: Home Economics Instructional Materials Center, 1976.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

Lesson 1 Progress Check

Describe the responsibilities of the instructor of an occupational program with regard to job placement. What kind of direct assistance is provided to the trainees?

Compare your answer with that on the next page.

Answer Key
Lesson 1 Progress Check

The answer should include the following:

Aid the trainees in preparing résumés.
Consult with others regarding job and placement opportunities.
Emphasize basic employment information.
Provide opportunities to practice filling out applications.
Present information on advanced training and educational opportunities as an alternative to immediate employment.

Lesson 2: Applying for a Job and Preparing for a Job Interview

In addition to the narrative summary, all of the resources and activities provided in this lesson will enable you to identify the specific points of employment information with which students should be familiar, and help you determine ways by which this information can be learned and applied by students in an occupational program. You are free to study any or all of them.

Narrative Summary

Throughout the program, you have directed trainees' performance of the specific tasks which they will be required to perform on the job. You have directed trainees toward an awareness and acceptance of attitudes which are important for job success. Individual rights, privileges, and responsibilities have been learned through a variety of learning activities.

Many graduating trainees will be eager to engage in the "transition" activities. Others will be anxious, nervous, or fearful. You have a responsibility to assist trainees in becoming employees by providing experiences for them involving the three key steps of job placement.

If your program was established on identified "needs," then you will have already identified job sources for graduating trainees. In addition to specific firms, small industries, and government agencies, trainees should be assisted, or directed, in activities which require them to search out job openings.

Some jobs require making applications in person, while others only respond to letters. Writing letters of application, preparing résumés to be submitted by mail, and preparing for a personal interview can all be handled in several ways.

Prepare materials, demonstrations, and experiences to assist students in becoming knowledgeable about what to do regarding job placement and how to obtain a job. It is important that they become knowledgeable through experience of how to obtain job placement.

The best preparation you can give a student for a personal interview with a potential employer is a personal interview with a potential employer.

Members of the advisory committee, parents, cooperating businessmen, or anyone who regularly interviews persons for jobs can provide a valuable preparatory experience for graduating trainees by giving them a formal interview followed by suggestions of what they should or should not have done.

You should emphasize that the personal interview with a potential employer is a crucial step in making the transition from trainee to employee. "How you look, what you say, and how you say it," may determine whther or not a trainee gets the job.

It is helpful to role play interviews among trainees and to engage in any other activities which build self-confidence and poise.

Trainees should also be prepared for rejection.

Suggested Activities

1. Engage in a small group discussion to identify ways by which you can find job opportunities in your community. List all of the ways which are "acceptable" to the majority of the group members. Which ways could be followed by high school students?

2. Prepare a detailed outline on "Student Procedures for Getting a Job," specifying each step which you consider "essential" for high school students to know.

3. View the videotaped interview of an assortment of employers to determine how they judge an applicant's appearance during a personal interview. What suggestions do they make for preparing students for interviews?

   or

   Use a class developed survey and interview one employer to determine how he or she judges an applicant during a personal interview.

4. Develop a check list of "appropriate interview behaviors."

5. List and analyze the reasons why an individual applicant might not be accepted for a position.

6. Prepare a lesson on telephone techniques for arranging a job interview. Present the lesson to peers.

7. Working with a small group of peers, role play interviews. Discuss the interview techniques. Write a brief description of how you would use this technique with an occupational class.

8. After reading the following case study, what would you suggest as proper follow-up procedures for Joan?

   > Joan has successfully completed a two-year high school food service program. Mr. Smith, manager of the local Denny's, visited the class one day, talked to Joan, and asked her to come the following week for an interview for a counter girl position. Joan did go in for an interview. Mr. Smith thanked her and said he would call. Two weeks have passed. School will be out in another two weeks. What should Joan do about the job at Denny's?

9. Obtain copies of forms which employers use to rate potential employees. Analyze these forms and write an objective for the instructional program.

Suggested Resources

Center for Vocational Education, Ohio State University. Module F-5. Assist Students in Applying for Employment or Further Education. Athens, Gerogia: American Association for Vocational Instructional Materials, 1977.

J. D. Penney Company. "Preparing for an Interview." (Tape and Cassette.) New York: 1974.

There is no Progress Check for this lesson.

UNIT 4 PROGRESS TEST

Student_____

Implementing Occupational Programs Instructor_____

Date_____

1. Write a paragraph in which you describe the responsibilities of the instructor of a home economics occupational program regarding placement of trainees into jobs upon successful completion of the program.

2. List the points of information which are generally included on an application form.

3. List several characteristics that employers look for in a potential employee.

4. Describe how an individual can best assess himself in terms of the job desired.

5. Describe the homemaking teacher role in assisting program graduates to obtain employment and/or to continue their education.

ANSWER KEY
UNIT 4 PROGRESS TEST

Implementing Occupational Programs

Instructor: In booklets reproduced for students, you may wish to omit this page.

1. The paragraph should include most of the following points.

   Present information on advanced training and educational opportunities as alternatives to immediate employment.
   Provide opportunities to practice filling out applications.
   Aid trainees in preparing résumés.
   Consult with others regarding job and placement opportunities.
   Emphasize basic employment information.

2. unpaid work experience
   part-time work
   references
   hobbies
   special awards

3. (in any order)

   experience and background
   training
   personal presentation
   manners
   motivation
   (other answers acceptable to the instructor)

4. Trainees can record their personal and educational qualifications on a personal data sheet.
   Trainees can prepare a résumé.
   Trainees can be given opportunities to practice and prepare for job interviews.
   Trainees can practice filling out application forms.

5. Aid trainees in preparing a résumé.
   Consult with others regarding job and placement opportunities.
   Emphasize basic employment information.
   Provide opportunities to practice filling out applications.
   Present information on advanced training and educational opportunities as an alternative to immediate employment.

MODULE POSTTEST

After you have completed the final unit progress test for this module, you should be ready to take the Module Posttest. See your instructor.

Suggested Resources

In addition to resources suggested for use in specific lessons of this module, the resources listed below are provided for general use throughout the module.

A Guide for Cooperative Vocational Education. Minneapolis, Minnesota: University of Minnesota, College of Education, Division of Vocational and Technical Education, 1969.

Annotated Bibliography of Instructional Materials in Cooperative Vocational Education. Dekalb, Illinois: Northern Illinois University, Illinois State Office of Education, Springfield. ERIC Document ED 146 382, 1977.

Buskirk, Richard. Your Career: How to Plan It - Manage It - Change It. Boston: Cahners Books International, 1977.

Fidje, Cheryl, and Marge Harouff. Cooperative Occupational Home Economics: A Handbook for Nebraska Teacher Coordinators. Lincoln: University of Nebraska, Department of Vocational-Technical Education. ERIC Document ED 126 349, 1976.

Handbook on Teaching Strategies for Modular Instruction. Little Rock, Arkansas: Arkansas State Department of Education, Division of Vocational, Technical, and Adult Education.

Herschback, Dennis, et al. Cooperative Work Experience: An Annotated Resource Guide for Teachers of the Handicapped. College Park: University of Maryland. ERIC Document ED 134 806, 1976.

Illinois State Department of Education. An Articulated Guide for Cooperative Occupational Education. Springfield: Division of Vocational and Technical Education.

Mazejy, Shameran. A Task Analysis of the Clothing Service Occupations in the State of Wisconsin. Menomonie: University of Wisconsin at Stout, Center for Vocational, Technical, and Adult Education. ERIC Document ED 136 043, 1976.

McInnis, Jacquelyn (ed.). A Handbook for Planning, Establishing, and Implementing Occupational Home Economics Programs. Knoxville: University of Tennessee, Bureau of Educational Research.

Pucil, David, and William Knook. Individualizing Vocational and Technical Instruction. Columbus: Charles E. Merrill, 1975.

Tourism Education Corporation. A Hospitality Industry Guide for Writing and Using Task Unit Job Descriptions. Boston: Cahners Books International, 1976.

MODULE PRE/POSTTEST

Student_____

Implementing Occupational Programs

Instructor_____

Date_____

Student: This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of pretest results.

1. List possible ways that you, as a teacher, can orient students to jobs in the community.

2. List at least ten topics you would include in a unit on "Orientation to the World of Work."

3. List the criteria necessary for development of instructional plans.

4. Write two measurable performance objectives for the occupational program in your choice of an area of home economics.

5. List three documents which should be in a graduating trainee's possession prior to "applying for a job."

6. Give two examples of ways by which an instructor can foster a good relationship with an employer.

7. List the methods considered helpful toward obtaining an employer's cooperation to provide a work station for an occupational program.

Return this test to your instructor for evaluation.

ANSWER KEY
MODULE PRE/POSTTEST

Implementing Occupational Programs

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. Acceptable answers might include specific activities designed to get students out into the community to determine job opportunities, and/or activities which involve students in preparing résumés, job applications, and interviews for community businesses.

2. List may include any of the following:

   Federal and State Laws Governing Employment
   Career Ladders and Lattices
   What You Need to Know About Getting a Job
   Unions
   Entry-Level Jobs
   Purpose of Program
   Applications and Interviews
   Personal Data Sheet
   Job Description
   Job Ethics
   Workmen's Compensation
   State Employment Services
   Wages/Benefits
   Values of Work Experiences

3. They identify the specific job related areas.
   They identify and clearly describe the specific tasks.
   They identify specific skills, facts, and concepts which students will need.
   They reflect the particular characteristics of the student and job.
   They provide for a record of student progress.
   They meet with the approval of all concerned parties.

4. (any answer acceptable to the instructor)

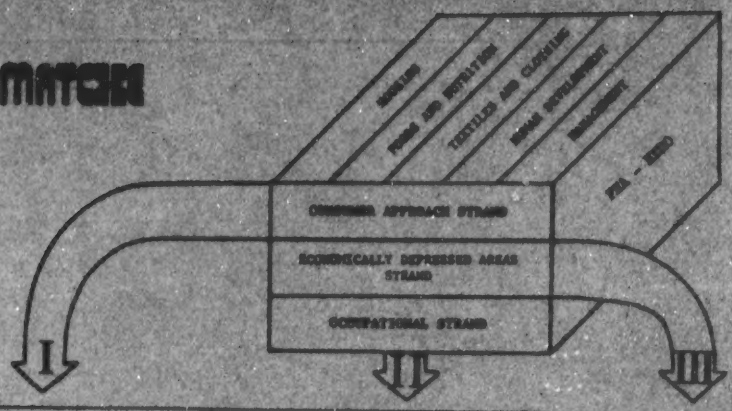
5. (any three of the following)

   birth certificate
   social security card
   work permit (if under 18)
   certificate of competency

6. (any two of the following)

   Remember names.
   Schedule time for visits as suggested by the employer.
   Discuss with the employer the objectives of the training program.
   Work with the employer in setting up on-the-job objectives for the student(s).
   Show appreciation of the employer's time and efforts.
   (any other answers acceptable to the instructor)

7. Visit the employer to explain the program and his role in providing work experience (topics covered in instructional program).
   Present a brochure stating the content topics of the course.



A.	CORE: CONSUMER APPROACH TO HOMEMAKING EDUCATION 1 Life Styles and the Consumer 2 Community Consumer Resources 3 Consumer Rights and Responsibilities 4 Incorporating the Consumer Approach in Homemaking Classes	CORE: ESTABLISHING OCCUPATIONAL PROGRAMS 1 Analyzing Job Market Opportunities 2 Developing Occupational Programs 3 Implementing Occupational Programs 4 Evaluating Occupational Programs	CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS 1 Characteristics of Economically Depressed Areas 2 Life Style Characteristics of Economically Depressed Areas 3 Community Resources for Economically Depressed Areas 4 Developing and Implementing Programs for Economically Depressed Areas
	AREA (Module) PACKAGES	AREA (Module) PACKAGES	AREA (Module) PACKAGES
B.	HOUSING 1 Consumer Use of the Community 2 Procedures for Selecting a Community 3 Procedures for Selecting Housing 4 Shopping for a Home Loan 5 Procedures for Selecting Furnishings 6 Maintenance Procedures for Surfaces, Furniture, and Appliances	HOUSING 1 Occupational Opportunities Related to Housing and Interiors 2 Required Skills for Retail Sales of Furnishings and Related Household Items	HOUSING 1 Low Income Housing 2 Government Housing Programs 3 Low Income Furnishings
C.	FOODS AND NUTRITION 1 Technological, Sociological, Ecological, and Environmental Factors Related to Food 2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods 3 Consumer Aspects in Planning Meals 4 Cultural Food Patterns 5 Influences on Food Prices	FOODS AND NUTRITION 1 Occupational Opportunities Related Foods and Nutrition 2 Operations and Activities of a Food Service Operation 3 Managing a Food Service Operation	FOODS AND NUTRITION 1 Food Availability in Economically Depressed Areas 2 Low Income Food Patterns 3 Meal Management on a Low Income
D.	TEXTILES AND CLOTHING 1 Consumer Approach to Textiles and Clothing 2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection 3 Clothing Needs of Individuals 4 Applications and Implications of New Technology in Textiles and Clothing	TEXTILES AND CLOTHING 1 Occupational Opportunities Related Textiles and Clothing 2 Assembly Line Garment Construction 3 Merchandising Textiles and Ready-To-Wear	TEXTILES AND CLOTHING 1 Clothing the Individual and Family 2 Utilizing Resources for Clothing and Textiles
E.	HUMAN DEVELOPMENT 1 Societal Changes Affecting the Family 2 The Relationship Between Spending Patterns and Interpersonal Relationships 3 Financial Pressures in Various Life Styles and Cycles 4 Individuals and Families in Crisis 5 Consumer Aspects of Parenthood	HUMAN DEVELOPMENT 1 Occupational Opportunities Related to Human Development 2 Children's Center Aide 3 Developing Programs for Preschool Children 4 Convalescent Home Aide	HUMAN DEVELOPMENT 1 Characteristics of Economically Depressed Area Families 2 The Child and the Economically Depressed Area Family 3 Resources for the Economically Depressed Area Family
F.	MANAGEMENT 1 Relationship Between National and Consumer Economics 2 Consumer Legislative Issues 3 Environmental Issues and the Consumer 4 Financial Management 5 Family and Individual Credit Management 6 Management View of the Multiple Role 7 The Metric System	MANAGEMENT 1 Occupational Opportunities Related to Home Management and Supporting Services 2 Occupational Preparation for Jobs Utilizing Housekeeping Skills	MANAGEMENT 1 Management Skills 2 Money Management 3 Marketing Practices in Relation to Low Income Clientele